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ALBERTA CATHOLIC SCHOOL TRUSTEES' ASSOCIATION

RESEARCH AND SURVEY REPORT NO. 6

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RESPONSE

to the

REPORT OF THE

COMMISSION ON EDUCATIONAL PLANNING

Submitted to the Cabinet Committee on Education

by

The Alberta Catholic School Trustees' Association

10421 - 159 Street,

Edmonton, Alberta

October, 1972

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BRIEF OF THE ALBERTA CATHOLIC SCHOOL TRUSTEES' ASSOCIATION
TO THE CABINET COMMITTEE ON EDUCATION
ON THE REPORT OF THE COMMISSION ON EDUCATIONAL PLANNING.

INTRODUCTION

In submitting this brief to the Cabinet Committee on Education concerning the Commission on Educational Planning, the Alberta Catholic School Trustees' Association, following some general comments on the future forecast and sense of direction sections of the Report, has outlined its responses to the Report topically under the general heading of recommendation review. While our interest in and support for the Report's recommendations varies considerably; - for example, we endorse its recommendations on Grade 12 examinations, view its comments on religious education as being somewhat ambiguous, and find its suggestions for joint public-separate boards completely unacceptable, we think it inappropriate to give a general evaluative summary of the recommendations. Instead we favor listing our responses in the order of the Report with the expectation that we will have the opportunity to discuss them with the Cabinet Committee on Education in the near future.

THE REPORT'S POINT OF VIEW

While the Report is cautious in outlining the forecasts of its future research, it would have helped considerably if the Commissioners, either individually or collectively, had made known their views on the desirability of such predictions as the declining influence of marriage and the family, religious institutions and the work-ethic; the decreasing emphasis on values pertaining to law and order, patriotism and cultural identity. Are such phenomena largely the result of the failure or success of what the Commission would call traditional schooling, and if not, what other socializing agencies have played crucial roles in lessening their influence? What is the significance of the work-ethic in the context of affluent countries like Canada and their relationship to the social-political realities of developing and socialist countries? If such forecasts are to be considered in educational planning, should systems be oriented to enhance or retard them? What do the Commissioners mean, for example, when

they use such terms as the "individual and the social good"? The Commissioners do not respond to such questions except to stress that individuality will be a major theme in society's future. Predictions as to urbanization, rural regionalization, population trends and the per capita gross provincial product could also be made in the context of variables not cited. Indeed if Albertans are committed to achieving general levels of equality at provincial, national, and international levels, one alternative could well be a standard of living below the present one. Needless to say this as well as other orientations would play havoc with not a few of the Report's projections.

By establishing two all-inclusive alternative future categories, the person-centred or the second phase industrial society, the Report attempts to forestall adverse judgments by locating such judgments in categories that the Report itself establishes. If one objects to some of the implications outlined in the person-centred society, then one becomes an advocate of conformity, puritanism, competitive relations, and so on. By such logic, the Report is unassailable. To say the least it is anti-climactic to learn at the end of the Report that the Commissioners have opted for the values listed under the person-centred society. Certainly many readers will find many parts of both futures unsatisfactory and will consequently have to reinterpret many of the concepts within alternate cultural and value frameworks. This will not be attempted here except to note that the Report's recommendations are not viewed as being dependent on its philosophical stance.

It should be noted that the Roman Catholic Archbishops and Bishops of Alberta and the Bishop of the Ukrainian Eparchy, in co-operation with the Alberta Catholic School Trustees' Association, have agreed to form a sub-committee of the Catholic Committee on Education in Alberta to be composed of representatives of the Bishops, trustees, teachers, and other organizations and individuals. The sub-committee, which will call upon national and international resource personnel, will be charged with the responsibility of undertaking in-depth theological and philosophical studies relating to a wide range of educational issues, including several raised by the Commission. The reports

of the sub-committee will be available from time to time and will be given general circulation.

RECOMMENDATION REVIEW

Recurrent Education The theme of recurrent education is reiterated throughout the Report. Based on a four phase continuum of early basic, higher and further education, the concept is a good one; and while it will be difficult to realize, it is certainly worthy of sustained support. We sensed a centralization emphasis throughout the Report which may have the effect of eroding local autonomy. Great care should be taken therefore to ensure that control agencies permit considerable flexibility as well as maximum degree of local and participant involvement at each phase. The centralization of all educational programs under two government departments is not recommended. Although the latter could well be a central co-ordinating agency, their assumption of all responsibility would be an unworkable, if not presumptuous, course of action.

Universal Opportunity Subject only to the availability of qualified personnel and adequate financial assistance, universal (kindergarten) opportunity for all five year old children should be instituted as soon as possible. Contrary to the Report's recommendations, it is strongly suggested that private agencies be encouraged to continue working in this field and that they become eligible for considerable financial and professional support. Second language instruction to the pre-school and primary levels should also be given priority.

Selected Experience Provision of selected educational experiences for disadvantaged children (3-4 year olds) should focus, wherever possible, on the child's home and local environment with institutional arrangements being designed in view of the realities of the child-family situation.

Day Care While co-ordination and support for the integration of day-care programs with early education is necessary, funding agencies should selectively support arrangements which give priority to families in greatest need, with the latter playing a central role in determining the support format. The danger is that in-school arrangements seldom in themselves resolve basic social-economic difficulties. It is recommended, therefore, that the Depart-

ments of Health and Social Development play central, if not dominant, roles in the development of day-care and other selected experiences for families living below the poverty line. Priority should be given to establishing appropriate programs and support for such groups at least for the remainder of the decade.

Early Education Recommendations concerning universal opportunity and day care should be extended throughout the province by means of television learning packages (Early Ed). The entire Early Ed program should be assigned to the CBC French-English language as well as private television and radio networks, and to the federal and provincial governments. Provincial input should be co-ordinated by the Early Education Division of the Department of Education with support from all interested agencies such as Metis, Indian, and other minority Associations, the Faculties of Education, MEETA, CARET, and AGT. Early Ed should not, at least in its initial stages, be dependent on the ACCESS proposal. In terms of pre-school programs it should rank third in priority to the recommendations on universal opportunity and selected experience.

Compulsory Schooling Believing that there should be no change in the school attendance provisions of the School Act at present, we concur with the Commissioners' comments on compulsory schooling.

Differentiation in Basic Schooling We feel that there is some possibility that a great deal of time and effort could be wasted in developing special schools without leaving sufficient funds to make adequate use of them. In developing the whole child we feel that as wide a variety of experience as possible is wise and that any sums which could be spent on special schools could be channeled into the presently existing school systems for use (at their option) for these special projects.

Integrated Provincial Development Plan The Report's recommendations concerning the establishment of an integrated provincial development plan and options for rural school districts are too general in scope to be of much value. In fact they are given in a context that seems designed to accelerate prevalent population shifts rather than to provide viability guidelines for small jurisdictions serving specific needs with high levels of local control.

What are the factors, for example, that should lead to the closing of a small school - less than fifty pupils in grades one to six, less than one hundred pupils....? While there would have to be variability in formulae, the Report seems to evade the issue. What are the "potential" or "presumed" strengths of small schools and when are these overcome by the "inherent weaknesses"? Not long ago Conant provided formulae for minimum high school enrolments - are these still in vogue? What are the minimum levels necessary for local planning and control and in what areas? What is the relationship of regional learning centres to small jurisdictions? What education power can be given to fifty families of the Boyle Street area or to a small Indian Reserve, if none is to be given to an equivalent unit in the Drumheller area? Specific centralization guidelines would have done much to alleviate an uneasiness commonly found in many rural areas.

Boundaries Commission While a Boundaries Commission might prove to be valuable, it is suggested instead that the Provincial Government assign a task force to specific areas to formulate integrated area plans following consultation with the people concerned. Appropriate legislation, based on such surveys, would probably be much more meaningful and immediate than another Commission.

Regional Learning Centres The proposal for Regional Learning Centres is a good one, provided they will serve the entire area thoroughly rather than just the core.

Handicapped Learners The section on handicapped learners provides excellent guidelines - the four-step plan should be implemented as soon as possible with as much of the service as possible being provided close to the child's home and cultural base. A program to develop competent diagnostic and treatment personnel should be initiated immediately at the province's institutions of higher learning. The Task Force method of implementation is strongly supported.

Native Education In view of the general failure of most education programs provided native people, it is recommended that the provincial and federal governments combine to provide native people with opportunities for priority determination, local control, curriculum adaptation, etc., to the

same, if not a greater extent, than that now accorded public and separate boards. Native people who wish to have alternatives should have access to separate educational facilities at all levels of recurrent education including the proposed Native Study Centre (Duffield). If native people wish to have schools having a specific religious orientation, every effort should be made to facilitate this option. Separate Indian schools regardless of locality should be under joint provincial-federal rather than public and/or separate jurisdiction. Native students wishing to attend separate or public schools should have access to curriculum and programs that recognize their cultural and social needs.

Resource Allocation Preferential resource allocation to poorer areas should be provided in a total social and economic context rather than in the narrow focus of schooling. Local control of such allocations should be a pre-requisite of programs of this nature. We have taken the view that schools are primarily for the schooling of individuals and we do not feel that the local school district should assume responsibilities for such things as social service, legal aid and so on, which might more properly be handled by some other authority. In addition we would not like to see a possible abuse of educational funds being used - through the school - for such non-educational services.

Optionality of Attendance The Report's reference to parents not having the freedom to send their children to the school of their choice under the dual educational system appearing to be on a "collision course" with the intent of recent human rights legislation is not clear. A careful scrutiny of human rights legislation presently before the Provincial House reveals no conflict of the kind suggested. However in considering the Commission's comments on optionality of attendance, Catholic school trustees would advance the following as some of the factors which should be included in discussions on this matter.

- (i) Catholics as a majority or minority in any jurisdictional area have the constitutional right to establish their own schools;
- (ii) This right is dependent upon the majority of Roman Catholics in either instance voting to establish such schools;
- (iii) One of the conditions of membership in the Roman Catholic Church (which is a matter of choice) concerns a requirement for Catholic children to receive an education in accord with the tenets of their church;

- (iv) Many Catholics believe that early and basic education is an essential part of this educational process. Therefore they attempt, wherever possible, to establish and support their schools.

While Catholic school trustees have accepted non-Catholic children into their schools in the past, they must always have the right to determine their own enrollment policies.

If a Catholic parent wishes to send his child to a non-Catholic rather than to a Catholic school within his place of residence, Catholic trustees have the duty to determine if any deficiency within their schools had prompted the parent to seek an alternate form of schooling. If such were the case they would hope that the parent would work with them to overcome the problem. Catholic trustees consider the grave responsibilities of parenthood, particularly in its spiritual context, to be essential guidelines of policy formation. With this in mind, therefore, they will continue to point out the special, and sometimes awesome responsibilities involved in Catholic parenthood, and to encourage their co-religionists to work toward achieving the many individual and social benefits which can be gained through co-operative Catholic schooling endeavours.

Catholic trustees as representatives of the majority of their co-religionists should do everything possible to ensure that the programs in their schools meet the needs of the children concerned. If Catholic trustees are aware that a significant part of the educational program in their school is unsatisfactory and cannot be remedied readily, they have a responsibility to inform their electorate of the condition and to advise appropriate courses of action.

The matter of parental options regarding schooling will be one of the subjects of the proposed study of Catholic education referred to at the beginning of this brief. It is anticipated that those responsible for this inquiry will address themselves as a matter of priority to the question of parental rights to choose alternate forms of schooling.

Higher Education In providing an overview of higher education, the Report recommends that it be rebuilt as a fully federated system with the various institutions identifying their mandates under the Department of Advanced Education. While the Commissioners in a later section of the Report term their approach reconstructive rather than adaptive, their recommendation that Athabasca

University be established would seem an admission that there is little likelihood that existing universities would be prepared to facilitate the Athabasca approach on their campuses. The Athabasca concept would appear to be one of a number of worthwhile approaches and as such there is no reason why it cannot be realized at present institutions of higher learning. In like manner while endorsing a mass rather than a elitist approach to higher education, the Commissioners establish a hierarchial system with the Universities at Edmonton and Calgary being assigned the discovery function almost exclusively, while smaller institutions are relegated to less distinctive and more peripheral roles. Unless the major universities assume some responsibility for inner city services, including youth programs, and transfer courses, they are likely to remain apart from if not indifferent to many who have hitherto not benefited from their resources. Would it not be possible, for example, for several smaller colleges to be given responsibility for establishing intensive programs in early and exceptional education?

Alberta's universities' inattention to the specific needs of various population segments is exemplified in that none have introduced schools of correspondence instruction. Although these same universities have lately become somewhat more sensitive to the needs of minority groups, we remain concerned that not one of our Faculties of Education have introduced Foundation courses designated to prepare teachers for Catholic schools which presently register 25 per cent of the province's basic education enrollment. It might well be that the hierarchial system proposed by the Report might lead to a mitigation of the universities' recent attempts to meet the needs of a wider community.

Institute Credentialing The recommendations that the institutes (NAIT-SAIT) be permitted to give degrees is acceptable. It is also recommended that consideration be given to having other colleges award degrees both at the undergraduate and graduate level.

Private Colleges The significance and value of private colleges cannot be underestimated. It is therefore recommended that these institutions be given increased funding providing they become part of a co-operative university-college-institute system. The small college which identifies certain

needs should be available to students on an optional basis.

Alberta Academy The idea of an Alberta Academy is strongly endorsed provided it is viewed as a co-ordinating, rather than as a centralizing, agency in which all existing or planned institutions of further and higher education are called upon to contribute their resources on a full and unrestricted basis to the entire population. At present many of our institutions of higher learning are underutilized with their staffs and resources being used in a most inefficient way. If these were properly co-ordinated under the Alberta Academy, they could serve a much wider clientele throughout the year. To say that it is necessary to establish a separate Academy to achieve unstructured and open educational opportunities is a further condemnation of the activities of existing institutions. It is recommended, therefore, that these institutions be restructured and be made accountable in terms of their service to the wider community through a co-ordinating agency such as the Academy.

Private Schools The Report's contention that parents should continue to have an option to send their children to private schools is well taken, but in making it dependent on a subsidy of \$150 a year ensures that the choice will be available to middle and upper income groups only. On the other hand, because private schools can choose the students they take, and because they are not subject to the controls and responsibilities of publicly elected school boards, we would not favour any proposal which would provide them with the degree of provincial-municipal assistance presently given public and separate boards.

Women and Education The Report's comments to the effect that women should be given greater access to endeavours from which they have been traditionally excluded is wholeheartedly endorsed. It would have been helpful here however, if the Report had provided specific guidelines on how this might be realized. Perhaps if one of the Commissioners had been a woman more specific suggestions would have been forthcoming.

Further Education The Report's suggestion that further education programs should be designed in such a way that those wishing access who have no ability to pay should be subsidized is accepted.

School Centres The Report's recommendations that schools become local service, community, and further educational centres during and after regular

schooling periods is endorsed, providing educational programs are given priority, as are its suggestions regarding flexibility of institutional access (quarter systems, etc.). To achieve such objectives, however, it will be necessary for school boards and staffs in co-operation with the clientele concerned to view their institutions in an entirely different context, and for funding agencies to make the necessary resources available.

School Councils The Report's recommendations for early education and school councils raise questions of authority and accountability. Unless such bodies have reasonable measures of both, it is unlikely that they will evoke much interest or function for long. The answer to the matter of local involvement and control would seem to be better realized through small school boards with co-ordination between such units being provided by Regional Learning Centres and the Departments of Education. The work of the Edmonton Separate Board in establishing School Advisory Committees might also prove to be a model for increased local participation.

School Trustee Eligibility The Report's position regarding school teacher eligibility for election to school boards is favored. The concept of urban school ward elections deserves further study.

County System of Government Concern about school-municipal tax conflicts, which seem more imagined than real, hardly justifies the Report's suggestion that cities assume a county system of government. Such an arrangement would remove schools and related activities even further from the people than presently - not to speak of it being contrary to the Report's recommendations on educational governance.

Joint School Boards The Report's suggestion that there be joint public-separate school boards is not acceptable. An administrative unit, if it is to truly fulfill its prime governance objectives, should have guideline sets which differentiate it from others. Centralized public-separate administrative units, whether rural or urban, would, to name but one disadvantage, compromise the objectives of smaller differing sectors.

Governing Boards - Higher Education The Report's recommendations concerning the role of lay governing boards in institutions of higher learning

are generally acceptable. Some consideration should also be given to having representatives from the proposed program advisory committees included in the membership of such boards, and to having their membership chosen by election. The Commissioners' suggestion that Senates, university and college commissions be abolished are favored with the hope that other non-elected bodies such as the Educational Council will be viewed similarly.

Reorganization - Departments of Education Except for its centralizing penchant and its proposal for an Educational Council, the Report's reorganization proposals for the Departments of Education are generally acceptable. Government departments such as Health and Labour should be encouraged to continue activities in their respective spheres of interest provided that their activities are coordinated with those of other agencies. As some of the most imaginative educational proposals in recent years have come from other than Departments of Education, it would seem most unwise to stifle the possibility of further innovation from such sources.

The Report's proposed Education Council should be rejected. Accountability for educational policies should rest with the government with the electorate and the legislature being its prime evaluators. An Educational Council in the form proposed would have much in common with university senates which the Report found wanting. Appointed bodies such as this often cloud the issues by their pronouncements -- if such a body has to exist it should be composed of members of the legislature.

Modes of Program Operation The Report's review of modes of program operation is a balanced and careful presentation. It would have been helpful however, to note that the membership and autonomous modes have been generally accepted for some time, but as their implementation has been to a significant degree dependent on such factors as space, materials, and staffing, their prevalence will continue to bear a relationship to such resources.

Learning Objectives The Report repeatedly calls for greater flexibility through such means as transfer credits, value determination, subject relevancy, and the program needs of learners. Such an open-ended non-prescriptive orientation in which the learner becomes the determiner of what is relevant makes it

impossible to identify learning objectives. Caught up in an person-centered world view, the Commissioners appear insensitive to the subtle forms of manipulation inherent to their model. To say that teachers tell learners too much is an old saw worth repeating, but there are dangers in accepting it as axiomatic.

Religious Studies Though the Commissioners' comments on religious studies are generally encouraging, their decision to give educational credit to such inquiries only if they are subject to the dogmas of human science is an unaccountable limitation, especially if one is to take their views on credentialing seriously.

Life Experiences The Commissioners recommendations concerning life, work, and leisure experience underline the need to relate in-school programs to social and economic realities prevalent in a wider world. Unfortunately the Report is rather insular in its approach in that it fails to mention how such experiences might be related to inter-cultural, inter-provincial, and international understanding.

Curriculum In discussing four content areas of special concern to Albertans, namely; drug, language, Canadian studies, and environmental education, the Report outlines some interesting approaches. Its recommendations concerning language studies are strongly endorsed, and its comments in this area as well as the others underline the need for large-scale development of materials of all kinds. The Department of Education should co-ordinate the development and production of such materials, and should be required to give a detailed annual accounting of its progress.

Teaching Skills The Report's plea for teachers to develop evocative skills, and its suggestions for new time orientations and method selection criteria should be reviewed carefully. School boards should take immediate steps to assess their programs in the light of such criteria and determine on a priority basis how such goals might be achieved.

Degree Time Periods While the Report's concern about time periods for degree study merits attention, there would seem to be a greater need for the opening up of some faculties to enable greater number of students to

register in such programs with a view to providing high levels of public service. This matter together with the restrictive orientations of much occupational licensing requires immediate attention.

Grade XII Examinations Finding many existing evaluative and credentialing procedures to be less than satisfactory, the Report recommends that Grade XII examinations be abolished in favour of power tests. One can readily agree that matriculation examinations have often been a restrictive and arbitrary means of assessing pupil achievement. Carefully selected power tests marked at the local level would appear to be a better alternative.

Central Credentialing Agency The Report's recommendations concerning availability of student data, high school diplomas, and a central credentialing body for higher and further education are endorsed.

Enrollment Criteria The Report's statements regarding low enrollment classes ought to be viewed carefully particularly in the context of basic education programs. Access to community, regional learning, Academy, and ACCESS resources should expand the learning opportunities of many learners, particularly in rural areas, and as such should do much to overcome the current preoccupation with minimum pupil counts.

Educational Bank Though the Report refers on several occasions to the concept of an educational bank in which everyone would be entitled to a certain number of years of schooling at public expense, it is less than enthusiastic about such systems as voucher and performance contracting which are ways of using the schooling credit concept. Apparently the experience with performance contracting and voucher systems in the United States has been particularly unsuccessful and accordingly we see no point in supporting projects of this nature at present.

Educational Planning The Report's discussion of planning provides several outlines worth studying. Its recommendations concerning specialized planning units which would emphasize high levels of local, institutional, and individual autonomy, together with its proposal for research and development funds are strongly endorsed. The Report's proposal for an Educational Research and Development Board is also supported, but there seems to be no real need

for it to operate other than as a regular departmental section.

Teacher Preparation The Report's recommendations concerning teacher preparation seem generally appropriate. Its proposals for four years of professional training, eliminating enrollments in areas of oversupply, and for extended field experience periods are all endorsed. Teachers-in-training considering assignments to Catholic and other minority schools should be given full opportunities to study the philosophies of such institutions and to prepare themselves for the special activities common to such schools during their preparatory training years. The Report's appeal for greater self-selection in the preparation of knowledge workers is well taken, but it should be also emphasized that Departments, school boards and university groups must continue to be held accountable for staff selection and performance.

Staffing Policies Differentiated staffing policies for various learning situations are long overdue. Present practice excludes many excellent knowledge workers from classroom situations because they lack arbitrary forms of professional licensing. As school boards should have considerable flexibility in structuring learning situations, they should be allowed to utilize a much wider range of personnel within and without the school.

Teacher Licensing School teachers should be given greater say in licensing their membership, but they should not, as the Report suggests, be given exclusive control. School boards, the Department of Education, and the Faculties of Education should continue to have membership on the Teacher Education and Certification Board. In this regard it would be well to consider wider public representation on other licensing boards including such professions as medicine and law.

Tenure The Report's recommendations concerning tenure, sabbatical leave, annual salary increments are all supported in general terms.

Contract Periods Final offer selection procedures at the regional rather than provincial level, as the Report suggests, with contract periods being equivalent to three-year operating terms would do much to reduce existing inequities and delays in bargaining procedures.

School Buildings The Report's recommendations that school buildings be designed with the total needs of the community in mind, and its suggestion

that a moratorium be declared on building isolated community facilities are strongly endorsed. Its comments regarding leasing and modular arrangements, together with those concerning school land arrangements are also strongly supported.

ACCESS The Alberta Communications Centre for Educational Service (ACCESS) proposal is one of the Report's major recommendations. A similar project underway in Ontario for some years indicates that the software (content) problems and costs, principally a lack of appropriate material, seem to have lagged far behind the opportunities provided by expensive hardware systems. It is recommended therefore that no steps be taken to establish ACCESS until such time as all ongoing television and computer systems are more fully utilized by such program agencies as Early Ed and the Alberta Academy. Priority should also be given to the production of content materials for many new programs anticipated in the Report.

School Budgets The Report's budget time-frame proposals, a three-year operating, five-year capital (subject to annual review), and a common fiscal year for all levels of government should be implemented as soon as possible.

Student Assistance The Report's statement that the fundamental elements in any student assistant program should be a grant system in which the dollar amount received by a student bears an inverse relation to some measure of family income that indicates the ability to pay is supported without qualification. Such a system should not only be considered for all forms of higher and further education but should also be used selectively to promote greater participation by disadvantaged students in the higher levels of basic education.

Property Tax The Report's comments on the use of a property tax for educational purposes are generally sound. While the portion of property tax for educational purposes should be less than present, some portion of this tax source should be assigned to local school districts for educational priority determination and local control purposes. The supplementary requisition is the sole differentiating factor left to local authorities and must be retained.

Student Fees The Report's comments on student fees - none at the basic educational level - increased higher education fees - and substantially increased fees for foreign students are endorsed.

Formula Financing The following comments on formula financing, which the Report endorses for early and basic education levels, are supported: (1) there should be an upward revision to four years of the teacher component; (2) pupil-weighting factors should be adjusted to overcome the present bias favouring secondary schools; (3) current provisions for handicapped children ought to be upgraded; (4) restrictions imposed on supplementary requisitions should be removed; (5) provisions for a fair but differential treatment of schools are needed. It is also recommended that second language classes be given special Foundation Fund support.

We would advise caution before the Foundation Fund Regulations pertaining to vocational education were extended to the fine arts in that such an extension would not be dependent on special funding available from the federal government.

The Report's formula for equalizing the supplementary requisition would appear to be an excellent means of equalizing educational opportunities, and, as such, deserves further study.

It would have been helpful if the Report had taken into consideration the increased costs which will be forthcoming particularly at the basic education level for many of its proposed innovations. It would be most regrettable for school boards and teachers to move in the direction of many of the Report's suggestions, only to find that a lack of funds would make this impossible. Increased funds, however, are not the panacea of education; we should all endeavour to do better with what we have. It has been shown in many cases that certain economies are available and that by doing things in different ways equal or better results can be obtained, providing, of course, that the resources available to different schools and systems have reasonable levels of parity.

Alberta Catholic School Trustees' Association
Minutes of the Board of Directors' Meeting #133
Association Office - 10421 - 159 St. Edmonton
Saturday, October 14th, 1972.

The meeting opened with a prayer at 10:32 a.m. with Mr. J. Boras in the Chair. The following Directors were present: Mrs. J. Forest, Mr. G. Tersmette, Mrs. E. Lorenz, Mr. C. Potter, Mr. P. Matisz, Mr. F. Kettenbach, Mr. J. Currie, Mr. O. McGuire, and Dr. R. Carney.

Minutes:

1. Moved by Mr. Tersmette that the Minutes of the Board of Director's Meeting #132, August 26th, 1972, be adopted as circulated.

Carried

Agenda:

2. The Chairman welcomed Mr. J. Currie, a member of the Calgary Roman Catholic Separate School District No. 1, who was designated as an alternate for Mr. H. Gaudet.
3. Moved by Mrs. Forest that the Agenda be accepted as circulated and that the items be taken in the order given.
4. The following area representative appointments to the Executive Committee of the Alberta Catholic School Trustees' Association for the year commencing November 6, 1972:
Lethbridge - Mr. P. Matisz - Area Zone 6
Rockyford - Mr. F. Kettenbach Area Zone 5

It was understood that as well as the Calgary and Edmonton representatives to the A.S.T.A. the remaining area directors would be appointed on or before the date of the Annual meeting of the Alberta Catholic School Trustees' Association in Edmonton on November 4 and 5, 1972.

5. Following a review of duplicating equipment in the office, the Directors indicated that new equipment could be obtained provided that sufficient funds were available in the budget.
6. Moved by Mr. Tersmette that the per diem meal allowance for employees of the Association and for the other officers of the Association be \$10.00 per day with the maximum charge not to exceed \$2.00, \$3.00 and \$5.00 - for breakfast, lunch and dinner respectively.

Carried

7. Moved by Mr. Matisz that the proposed increment in the executive secretary's salary as outlined by the Executive Committee on May 19, 1972 be authorized effective December 1, 1972.

Carried

8. Moved by Mr. McGuire that the editorial entitled "Educational Leadership Shown" in the Calgary Herald of October 10th, 1972, referring to the Calgary Separate School Board be included in the Minutes as information:

"Calgary's Separate School Board has clearly established itself as a progressive, efficient political unit, dedicated to goals of quality education. The contrast with its public schools counterpart becomes increasingly more vivid.

Through a solid, team approach to running the affairs of the separate schools in Calgary, the board has avoided the petulance and politicking which has become the identifying characteristic of the public board.

The question of the real role of the separate system has lingered for decades. Although it is constitutionally valid, and it goes about its business in trouble-free fashion, there was always the suggestion in the background that it was an unnecessary duplication of effort and facilities.

This doubt is being dispelled by the consistent performance of successive separate boards. Hard work in the board room has been translated into action in the classroom. Separate board chairman Mary Green articulates her case well when she says the board prefers to 'initiate rather than react' and it is tired of 'crisis management.'

In Calgary the separate schools are more than an alternate system under the auspices of the Catholic Church. Innovative programs have been developed.

In his report on the future of education in Alberta, Dr. Walter Worth suggested specifically that all parents ought to be free to send their children to the school of their choice under the dual education system. If the separate system, through its historic competition with the public schools, now emerges as the creative leader, it makes good sense that parents would find it desirable to send their children there.

An interchangeable system would require that the Catholic hierarchy make certain concessions in the religious qualifications for entrance. Such a development might foster a growth problem, and there is always the danger positions on that board would be coveted by some of the more ambitious novice politicians around town."

9. A full discussion of the Association's draft analysis of the Worth Commission Report which had been forwarded to member boards on September 19th, 1972 took place. In addition to written observations by the Calgary, Edmonton, and Killam boards, the Directors reported on responses received from their respective areas and their own boards.

Following a review of the last paragraph of page 2 and item no. 15 of the draft by Mr. Currie, which included references to Mr. H. Gaudet's letter of October 6, 1972, Mr. G. Tersmette moved that the first, second and third paragraphs of page 7 be rewritten, and that the last sentence of paragraph 1 of page 8 be deleted.

Carried

The Executive Director was instructed to make certain revisions in the format of the draft, to include an item on funding, and to revise the following items: 2, 3, 5, 6, 7, 11, 12, 16, 18, 20, 22, 23, 24, 27, 30, 31, 33, 34, 38, 42, 46, 49, 55.

Moved by Mr. Potter that the draft analysis as amended be submitted to the Cabinet Committee on Education.

Carried

10. Moved by Mr. Tersmette that the commentary on the first section of the Worth Report by Dr. Allan Pearson of the University of Alberta as circulated with the Agenda be received as information by the Association and filed.

Carried

11. Moved by Mrs. Forest that as the Association had not been advised on the disposition of the brief to the Premier on the Individual's Rights Protection Act, that the Executive Director of the Association bring this matter to the attention of the appropriate authority.

Carried

12. Following a reference to the Association's Research and Survey Report no. 5, it was moved by Mr. Currie that a sum estimate of the Minister's Advisory Committee on School Finance be undertaken in terms of its implication upon school jurisdictions of various sizes.

Carried

13. The Executive Director reported on the physical arrangements for the convention which is to be held at the Chateau Lacombe and the Hotel Macdonald in Edmonton on November 4th and 5th.

14. It was noted that Mr. H. Gaudet had circulated a notice pertaining to amendments to the Association By-Laws to the membership, and that he would report on this notice to Annual convention.

15. Moved by Mr. McGuire that Mrs. Forest's report as chairman of the Nominations Committee (Mrs. Forest, Mr. Kettenbach, and Mr. Potter) be approved.

Carried

16. Moved by Mrs. Forest that the Executive Committee's draft list of convention resolutions be referred to the Directors' member boards, and that they indicate what action should be taken on these items to the Executive Director by October 24th.

Carried

17. Mr. Tersmette, chairman of the Convention Program, outlined the tentative program for the convention. Moved by Mr. Potter that the Program's Committee report be approved.

Carried

18. Moved by Mr. McGuire that the Director's report on the appointment of superintendents to small boards, and the draft of a letter on this matter to the Minister of Education be approved and forwarded.

Carried

19. Moved by Mr. Kettenbach that the draft of the letter on attendance areas to the Minister of Education be approved and forwarded.

Carried

20. Moved by Mr. McGuire that the Executive Director's report on his activities since August 14, 1972 be received as information.

Carried

21. Moved by Mr. Tersmette that operational expenditures of the Association for the period from August 14th to October 13th, 1972 as printed and circulated, be approved.

Carried

22. Moved by Mrs. Lorenz that the budget and assessments for 1973 as printed and circulated, be approved for submission to the convention with the proviso that all items of income be listed.

Carried

23. Moved by Mr. Tersmette that the Executive Committee make recommendations as to candidates for honorary members for presentation to the Annual Convention on November 5, 1972.

Carried

24. Moved by Mr. Tersmette that notwithstanding item 7 of the Minutes of the Board of Director's meeting of August 26th, that a donation of 118 books from the Association's library as listed by the Executive Director be donated to the Newman Theological College.

Carried

25. A report on the property at 11328 - 100th Ave. was made.

26. Mr. Boras advised that the date of the next regular meeting of the Board of Directors will be at the Chateau Lacombe on November 4th, 1972, beginning at 5:30 p.m. Directors will be advised as to the place of this supper meeting.

27. Moved by Mr. Potter that the meeting adjourn at 3:45 p.m.

N.B. PLEASE MAKE A SPECIAL EFFORT TO ATTEND THE ASSOCIATION'S ANNUAL CONVENTION AT THE CHATEAU LACOMBE, NOVEMBER 4-5, 1972.

